



Outcomes of Participants in Cornell Cooperative Extension Parent Education Programs, 2017-2018

By Julia Chapman & Kimberly Kopko

The Cornell Cooperative Extension (CCE) system offers a variety of programs for parents and caregivers. Offered at CCE associations throughout New York, these programs reach a wide range of families and seek to promote positive parenting and, ultimately, to promote the development of healthy children and families. This research brief presents data collected from participants in CCE parent education programs between August 2017 to August 2018. Participants included parents and caregivers taking part in programs that comprised at least six hours of

content delivery. Data were collected from participants at the first session (a pre-test) and at the last session (a post-test). Results of the analysis of these data are shown below.

Demographics of Participants in CCE Parent Education Programs

A total of fourteen parent education programs were evaluated, as shown below. The largest number of participants took part in Parenting Skills Workshop Series (PSWS) (24% of all participants) and the Active Parenting and Parents Apart Programs (each 12%).

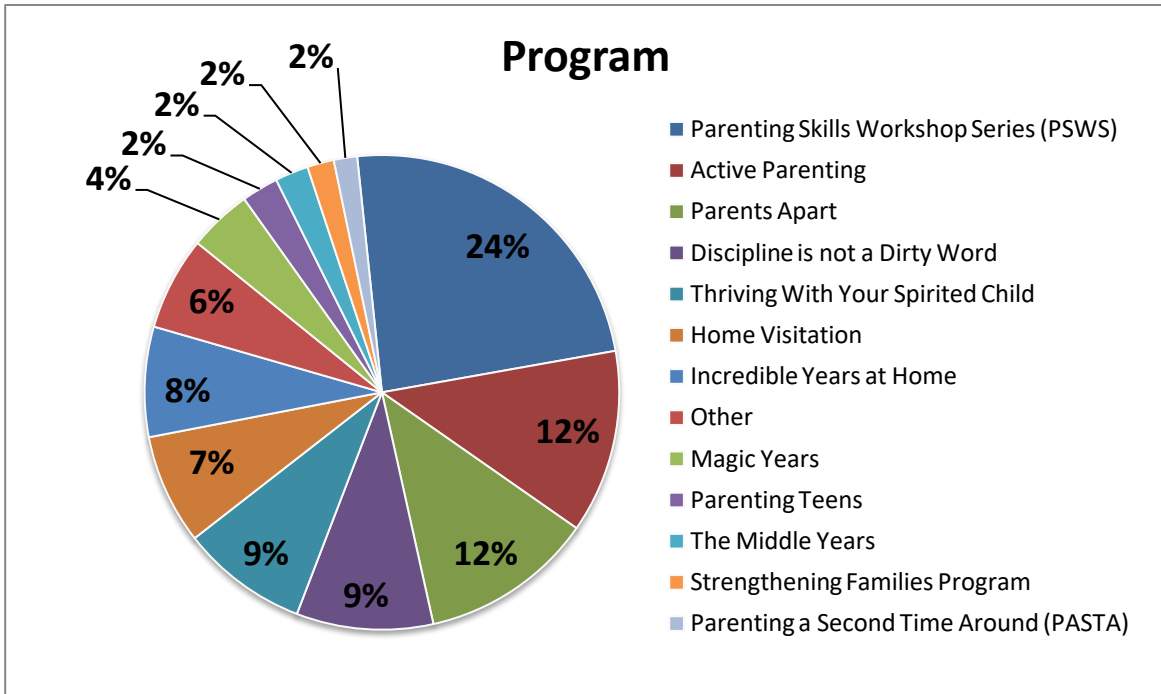
Outcomes at a Glance

In 2017-2018, **445 participants** attended CCE parenting programs across New York State. Participants took part in one of **fourteen parenting programs** in **eight counties** across the state.

The majority of participants in the parenting education classes were:

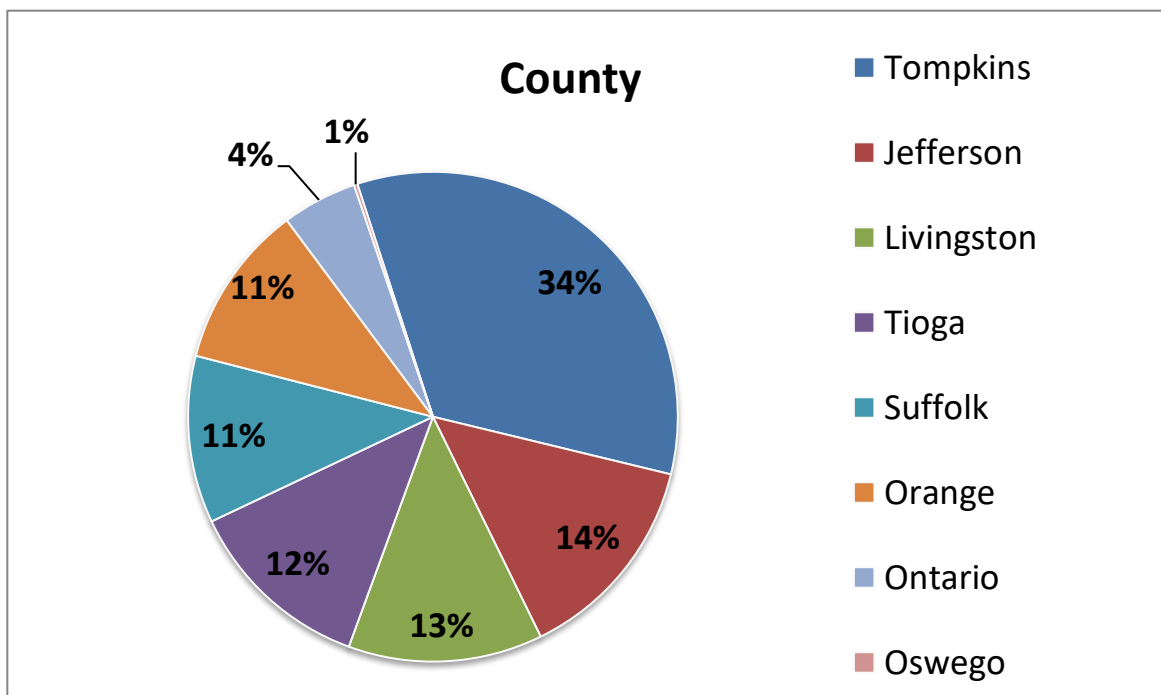
- **Female (62%)**
- **White (63%)**
- **Married or Partnered (42%)**

A total of **292 participants** attended their final class and **6 out of 10 items on the survey showed significant improvements** between the pre- and post-test.



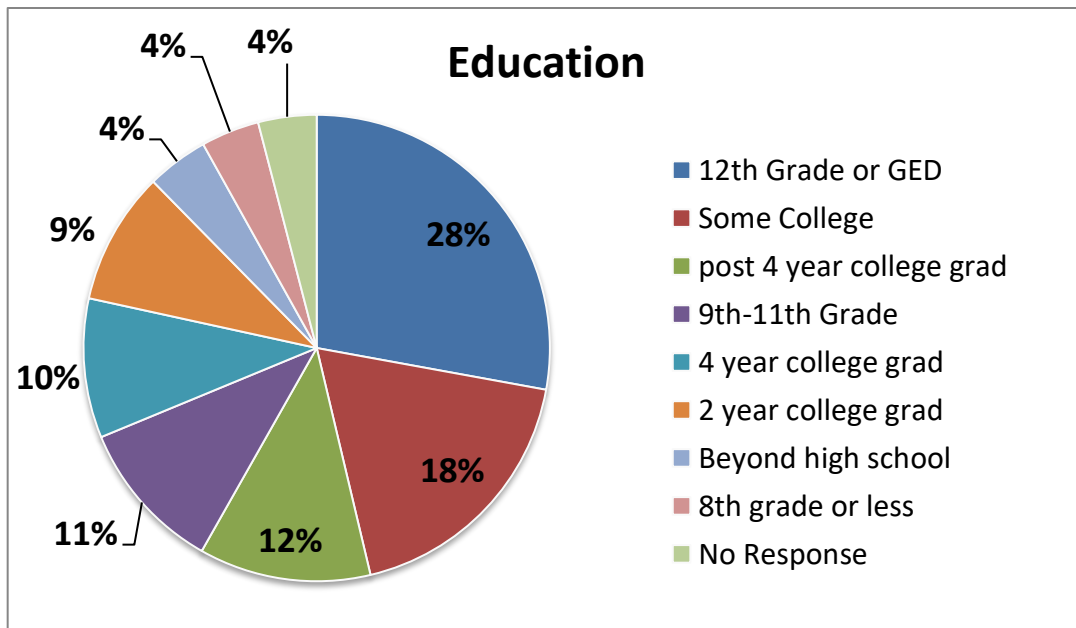
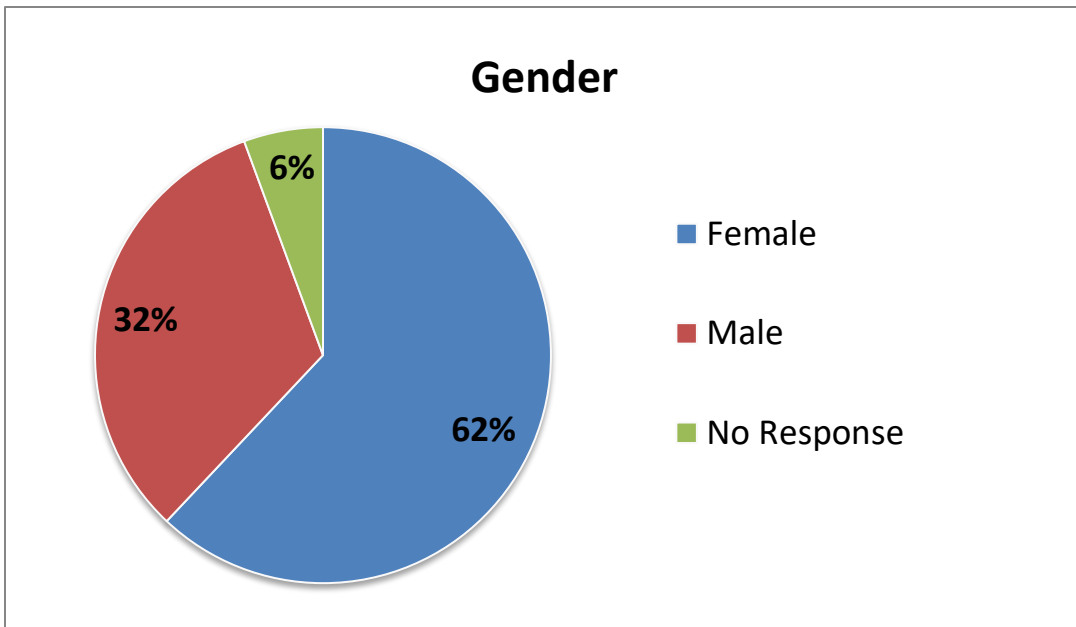
The following summaries use data from 445 participants who completed a pre-test survey given at the first session of their parent education class. In total, data was collected from

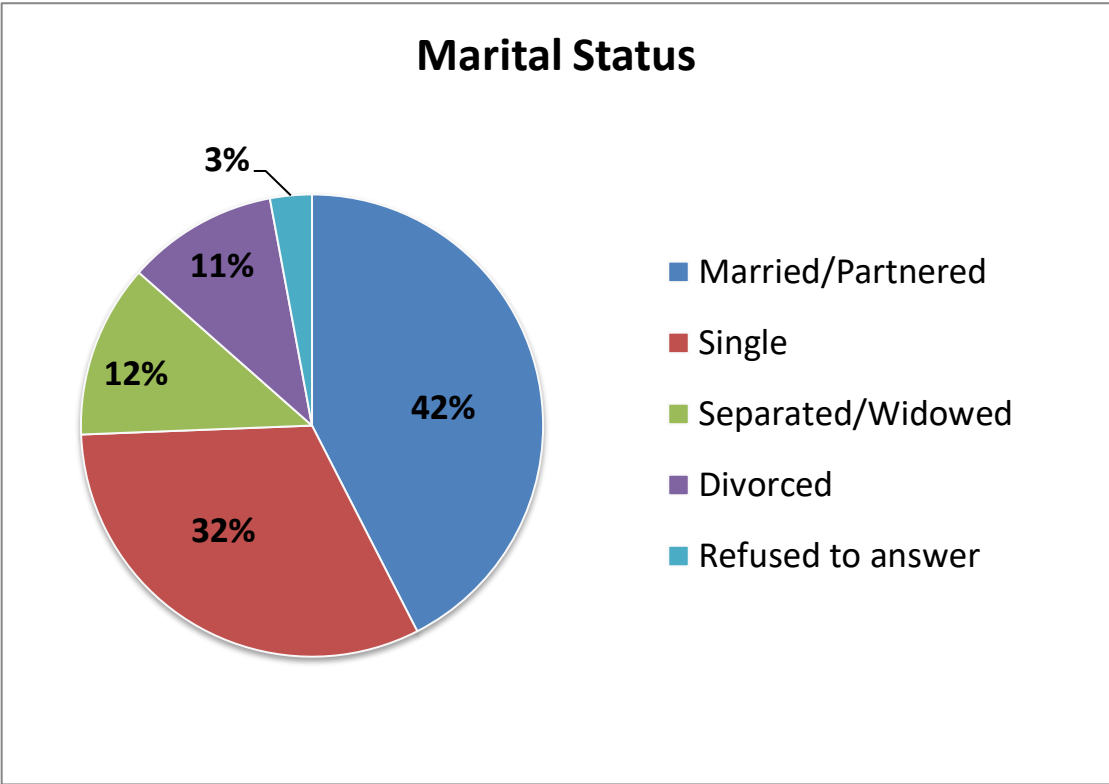
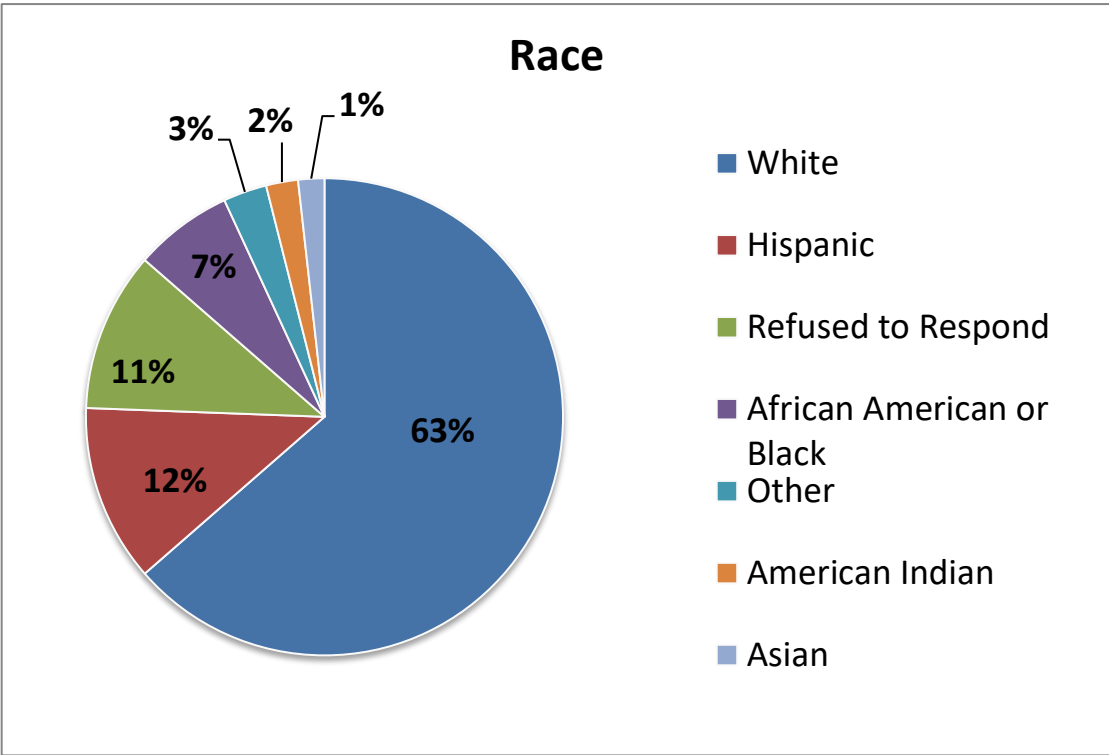
eight counties throughout the state. Tompkins County had the largest share of participants (34%) followed by Jefferson County (14%).



The majority (62%) of participants in parent education classes were female. The highest level of educational attainment reached among the participants varied widely, with the greatest number of participants reaching 12th grade or a GED (28%)

followed by those having attended, but not graduated from, college(18%). The vast majority of the participants in parent education classes were white (63%), and 42% of the participants were married or partnered.





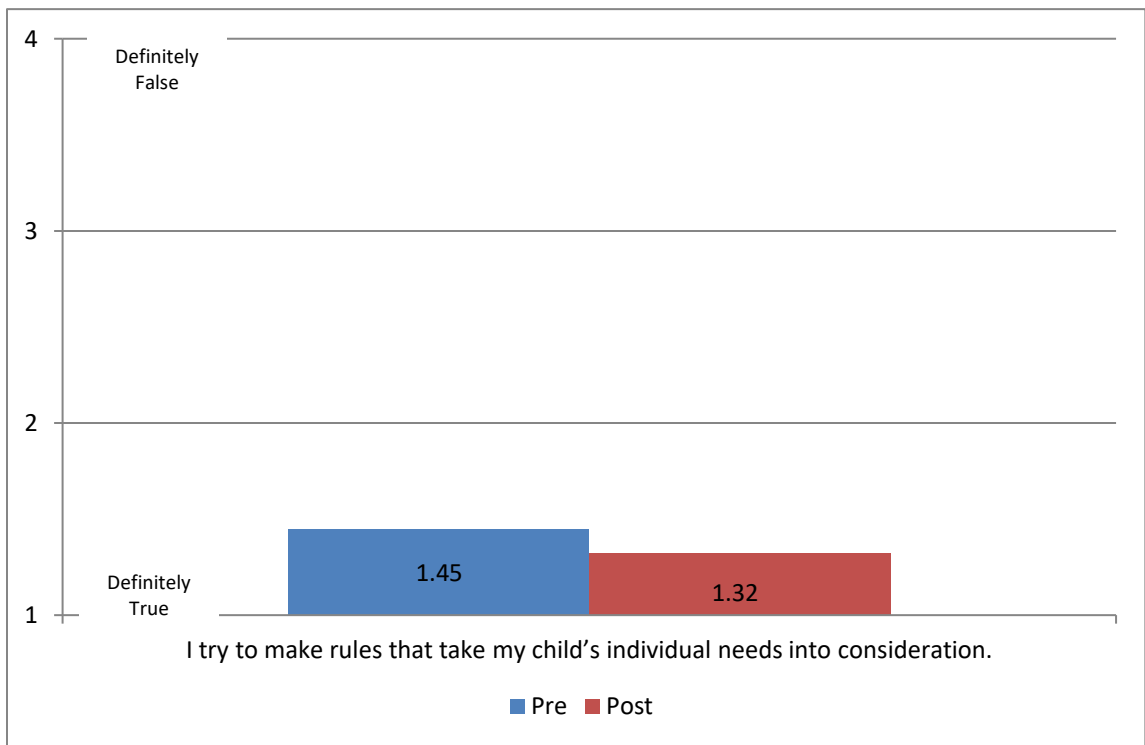
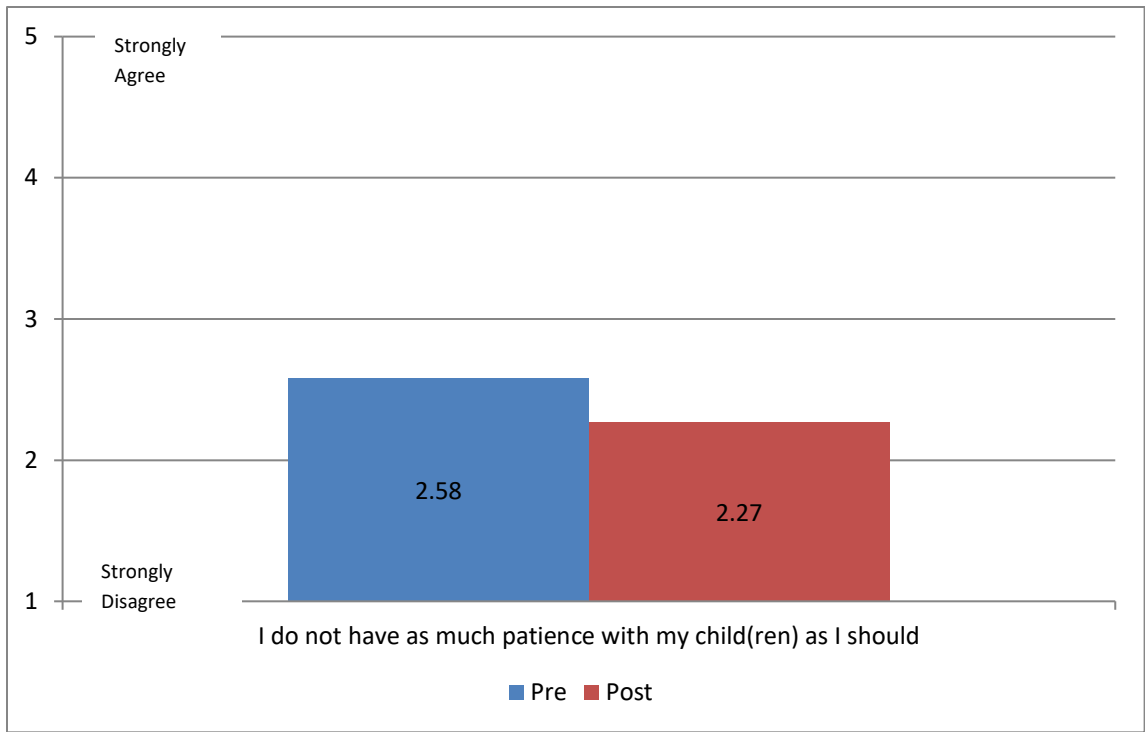
Pre-Post Survey Results

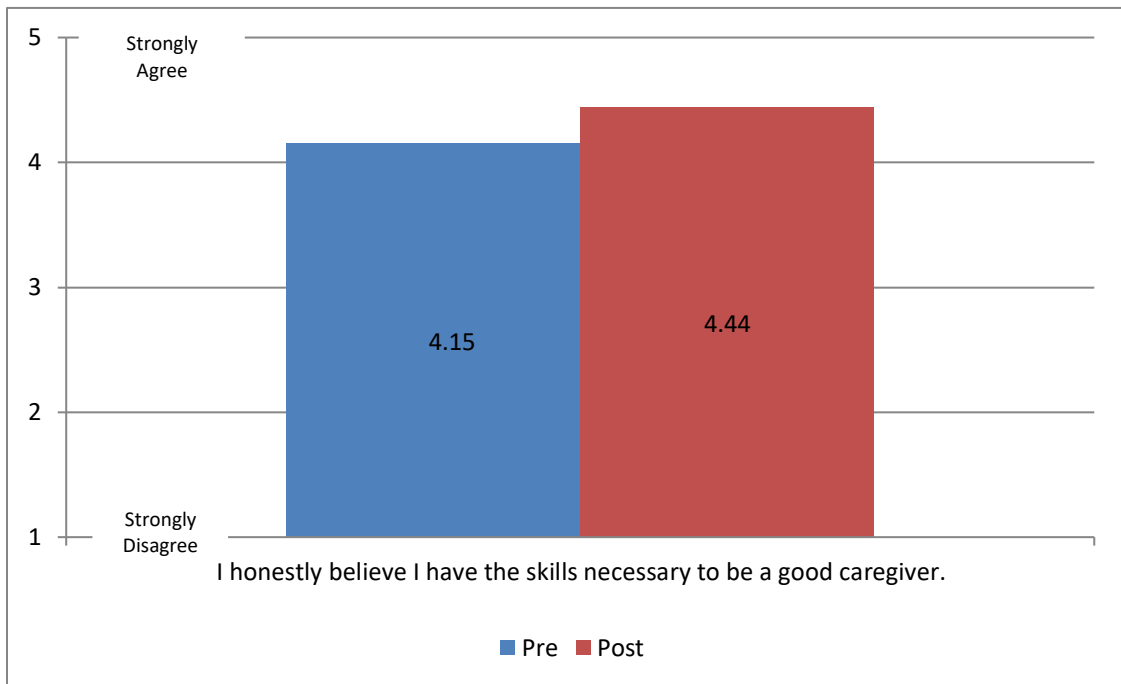
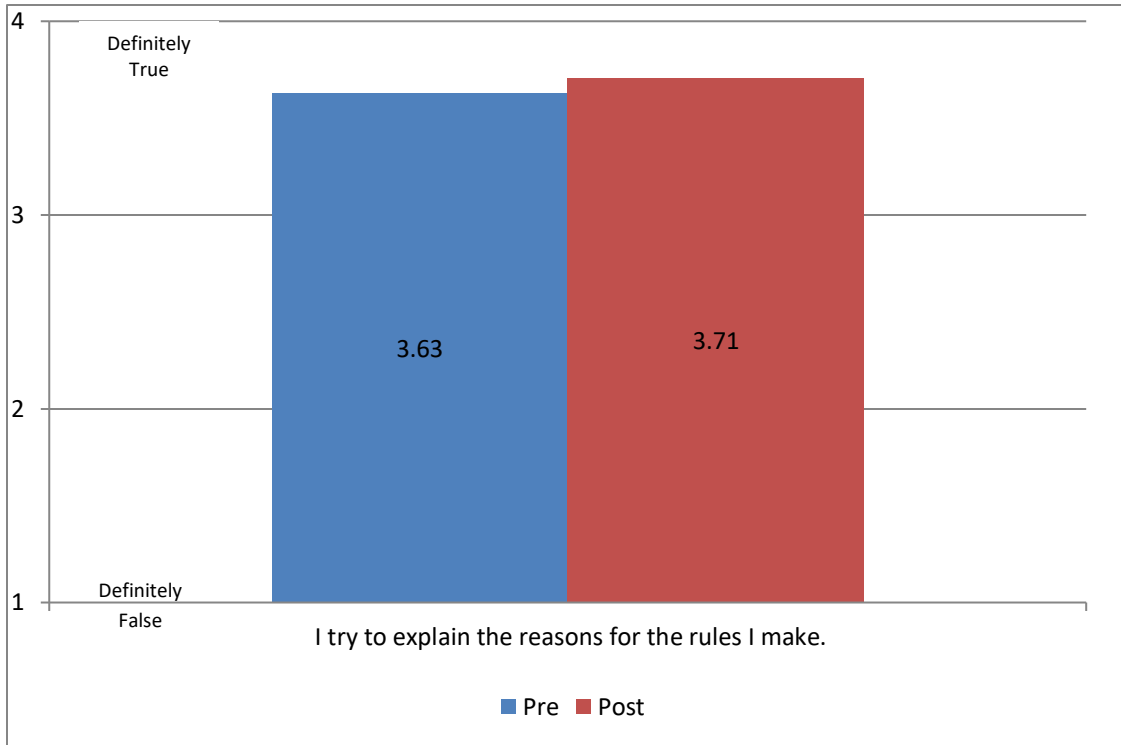
This study used a pre- and post-test evaluation, in which the participants were asked to answer two identical surveys—one given at the first session of the class and another given after the completion of the last parenting class. The survey included ten questions about parenting attitudes, behaviors, and knowledge. The pre/post study design allows researchers to see if participants' attitudes, behaviors, and knowledge change during the course of the parenting programs. Using this type of research design does not allow one to determine whether taking part in the parent education class *caused* a change in knowledge, attitude or behaviors; such changes could occur for other reasons outside of the program. However, it is possible that any significant pre-to-post changes in parenting attitudes, behaviors and knowledge that are observed may have resulted from taking part in the program.

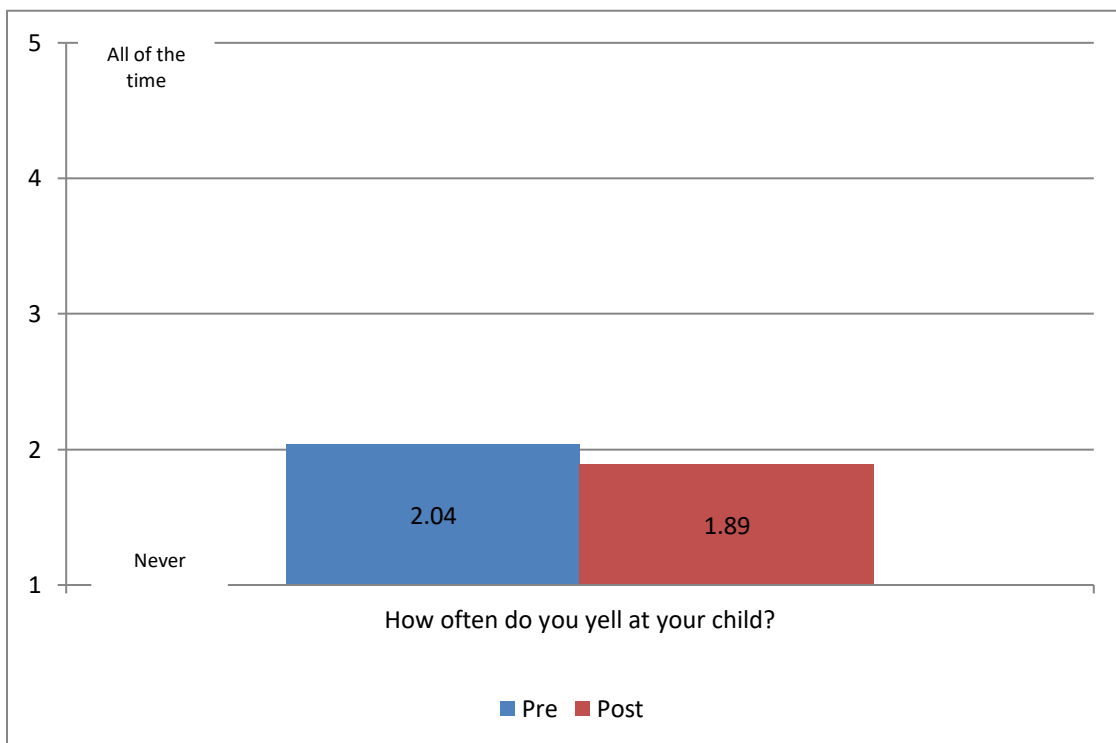
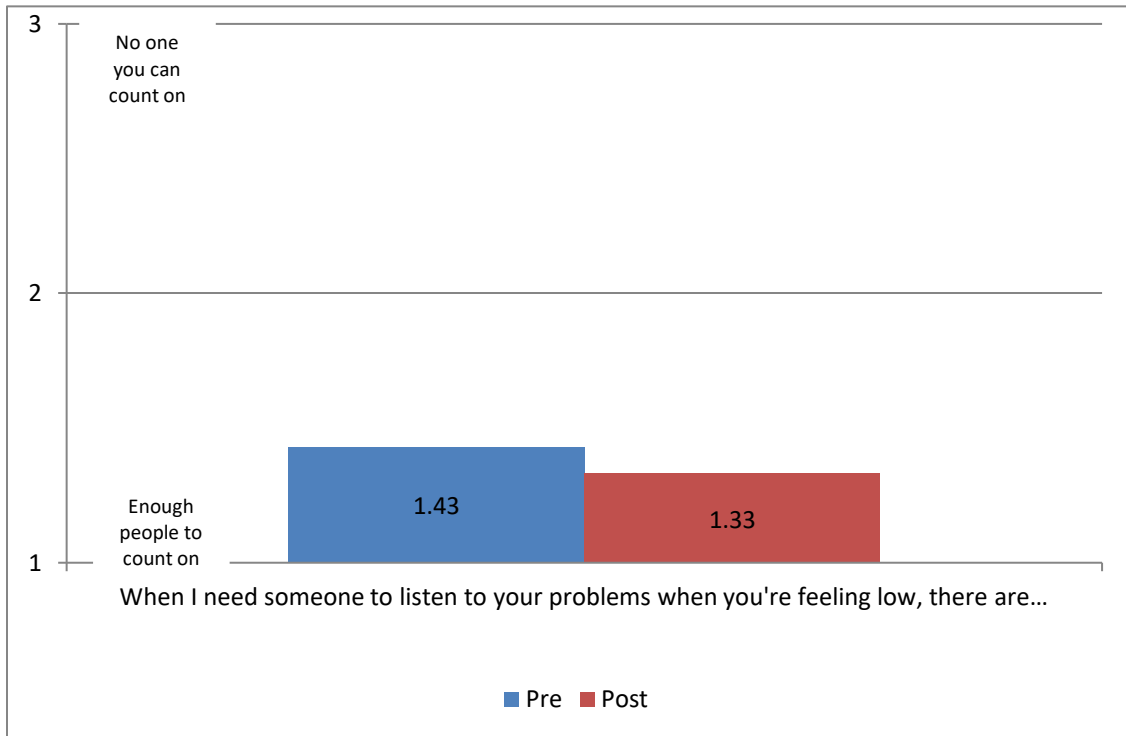
The following evaluation is based on information provided by 292 participants, who completed a parent education program and completed both a pre- and a post-test survey.

Six out of ten items on the survey showed significant improvements from the pre- to the post-test. Specifically, CCE parent education participants reported increases in: patience with their child, confidence in making rules that take their child's needs into consideration, confidence in explaining the reasons for those rules, belief that they had the skills necessary to be a good caregiver, and belief that they have enough people to count on and a decrease in how often they yell at their child.

A p-value generated from a paired t-test was used as a statistical measure to determine whether a change in a given survey question between the pre- and post-test was significant. A p-value of .10 or less was considered statistically significant. This means that we can say with 90% certainty that the pre-to-post changes in participant responses are not due to chance. In comparing participants' pre- and post-test survey results, the following questions showed statistically significant changes at the 10% level.







These results indicate that six out of ten measures of parenting attitudes, behaviors and knowledge improved significantly from the pre- to the post-

test. This suggests that, across the state, CCE parent education programs may have had a positive impact on their participants.

Visit the *Parenting Project* website at:

<https://www.human.cornell.edu/pam/engagement/parenting/home>

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